

Michigan Child Care Matters



DEPARTMENT OF CONSUMER & INDUSTRY SERVICES
Bureau of Regulatory Services
Division of Child Day Care Licensing

ACTIVITIES FOR CHILDREN

Issue 57 Summer, 2001

Director's Corner

Congratulations Jim Sinnamon!
Director, Child Day Care Licensing



Jim was hired as the Director of the Division of Child Day Care Licensing in March, 2001. Many of you are familiar with his name through conference presentations and as a member of the editorial committee of *Michigan Child Care Matters* for many years. Jim has had a long time commitment for the safety and protection of children and will continue to do so as the director.

After graduating from the University of Michigan and while earning a Masters of Education from Wayne State University, Jim began his career with the State of Michigan in the Family Independence Agency (formerly known as the Department of Social Services) in 1978. He worked as a Delinquency Prevention Worker and a Children's Protective Services Worker before joining the Bureau of Regulatory Services.

He joined the Bureau of Regulatory Services in 1992 as a day care licensing consultant in the Genesee County office. In 1995, Jim was promoted to Area Manager, supervising licensing consultants.

Jim plans to continue using *Michigan Child Care Matters* to communicate issues that are of concern to providers, parents and the department. ❖

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Upcoming Conferences

Saturday, September 22, 2001

Rainbow Conference

*Fostering Emotional/Social Health of
Children in Child Care:
Diminishing Challenging Behavior in
Child Care*

Call (517) 241-4741 for more information
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Form found in this issue**



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funded by the Family Independence
Agency, Division of Child Development and Care

Science in the Kitchen

Chris Bazzett, Group Home Provider
Grand Traverse County

When we remember our science classes in school we probably bring to mind tests, memorization and endless unfamiliar terms. Perhaps we also recall the messy experiments where things fizzled and burned, how we dissected familiar and unfamiliar things, weighed, measured and peered through microscopes. This aspect of science happens in our kitchens every day. Including children in it is not only easy but natural, educational and an important part of their development.

Children learn primarily through their sense organs and through imitating adults around them. By offering children sensory opportunities to join in your everyday activities of food preparation you bring the world of science to them in a way that can benefit them.

Perhaps the day begins with children arriving at breakfast time. Maybe there is coffee in the coffee pot or oatmeal cooking on the stove. Already their sense of smell is stimulated. They can see the steam rising from the vessels and they know, if not intellectually then on a sensory level, that chemistry is taking place. Perhaps you let them carry cereal boxes to the table and assist them in choosing and pouring their own breakfast. This is the toddler version of weighing and measuring in the laboratory! They feel the differences in weight between the cereal and milk and experience first hand how they each fill the bowl. The same with the juice in a glass or a piece of fruit on the side. The bonus is that they get to taste it as well-- something our chemistry classes rarely allowed!

At snacks and lunch, preparation can be much more involved and fun. Since we have so many different developmental levels in family day care, we must be creative; the same type of participation might not be appropriate for each child. The baby may play with a pile of flour in the high chair or on the floor,

while a two year old enjoys stirring and feeling the dough or batter, and three and four year olds help measure and pour in the ingredients. All children but infants enjoy sniffing the spices in the bottles as we use them. The plastic serrated disposable knives from picnic-ware are quite safe for most ages to help with cutting up fruits and vegetables. (Much more pleasant than that frog some of us had to dissect in biology.)

Once the casserole or pizza or bread has been assembled, a stove with a window in the door allows a "TV show" of the chemical reaction that heat causes. If you have no window, then the children just have a feel of the science magic that happens as they see the before and after of their experiments. Stove top cooking is more difficult. We have to keep their quick fingers and curious noses away from danger, but sometimes we can lift the pot off the burner and carefully let them see and smell the changes taking place.

It's easy to talk too much to preschoolers. These littler ones need us to be more still and allow them to fully experience their lessons with their senses. A few well chosen words and gestures that are worthy of imitation go much farther with these little "sponges."

I don't think I have to say much about the science that goes on once the food is prepared and we are gathered around the table to eat! We are all familiar with children's enthusiastic experimentation at lunch time. Realizing that the messy observations that the children make are part of process helps us be more patient with our little Einsteins.

When the cooking and eating are done, science continues with clean up. Water play in the kitchen sink stimulates the senses all over again. The children can learn about and imitate life on earth while experiencing the properties of water, soap and how they effect a change on the dirty dishes. They can observe the laws of gravity and evaporation as the water drips off them in the drainer after they've poured, splashed, rinsed, and helped to wipe up all the spills and messes they've made.

Today, I noticed when lunch was all done, the countertops tidy again and I was breathing a small sigh of relief, that the science lessons in my kitchen still continued as the toddlers began rearranging the refrigerator magnets! It seems the opportunities for exploring the world of science are endless and effortless when children are involved. ❖



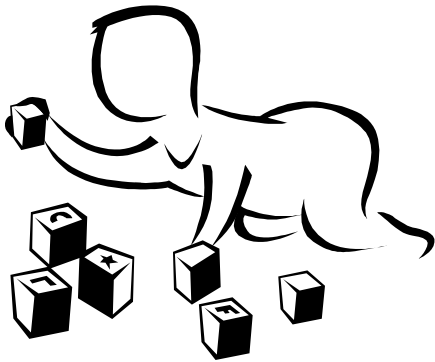
Blocks: One of Early Childhood's Best Materials

Carole J. Hamilton, Director

Wayne State University, College of Education Early Childhood Center

I remember in one of my Early Childhood graduate classes, the instructor asked the class to choose the one most important material for a Preschool or Kindergarten class and tell why. Most students chose books, which are important, but I chose blocks. I raised sons and watched their development through their play and their choices of toys. All of my sons wanted blocks, even though there is six years difference from the first born to the last. Even my grandchildren played with their father's blocks. As an educator, the children and their work in the block area intrigued me. After twenty years, it remains one of my favorite areas.

Many student teachers, caregivers and educators are both intrigued and intimidated in the Block Area. In my experience: (1) blocks still remain a toy selected more for boys than girls. Girls should have planned activities in the block area; (2) block play can be very spontaneous, and that makes the novice teacher or uninterested caregiver insecure about her role to extend the ideas of the children (i.e. "Look, I built a car!")



"Tell me about your car!"); (3) block play is very busy and adults give more focus to safety than to optimal learning experiences which can also promote safe behaviors. Rules can be developed about safety as they are needed.

The values of block play for later mental abilities are not fully understood. According to Hendrick (1996) the following basic mental abilities promote later school related skills and block play promotes these same skills.

- **Matching** is the skill for children to identify things that are the same and things that are different (squares vs. circles; long vs. short).
- **Grouping** is the skill to identify common

properties that form a group or class (by color, shape, size, width).

- **Common relations** is identifying common properties between non-identical pairs (one square is two triangles).

- **Cause and effect** is the understanding of how one action leads to another action or reaction (blocks stacked four on top make a tower and four more would topple over).

- **Seriation** is the understanding of what comes next in a graduated series (stacking blocks by their graduated size).

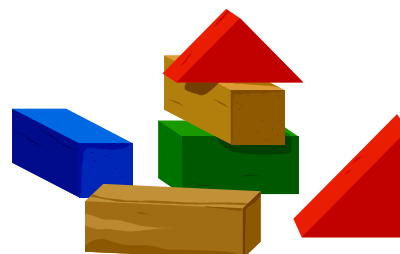
- **Temporal ordering** is knowing what comes next in a logical order of events in time. (What happens first in the sequence of building my structure? What happens next and then last to build the bridge?)

Blocks offer early mental foundations for later problem-solving skills. Both the large hollow and the small unit type offer children experiences to plan, build, rethink and then rebuild without being corrected or told "right" or "wrong." Blocks are the type of material which can be manipulated by all ages and stages. They offer many problem situations to stimulate more than one area of brain activity.

Blocks are cost effective. At the Early Childhood Center there are blocks that were purchased ten or more years ago. They are still in good condition. Blocks are ordered to replace only the few that have splintered, been lost or "borrowed." They are not messy and can be easily put away by the children.

Blocks are used and enjoyed by girls and boys from all ability levels, socio-economic backgrounds, culture and ethnic groups. They are the type of material that can be manipulated by all ages and stages. They do not require a common language.

These reasons make blocks one of early childhood's best materials to optimize both learning and enjoyment for all young children. ❖



Dramatic Play: More Than Housekeeping!

*Suzette Robinson, Director
Marion Preschool, Osceola County*

For years, dramatic play areas in preschool and child care environments often meant a small space furnished with a few items from a kitchen or house setting. It was here you would typically find girls involved in housekeeping, cooking, and dress up with clothing often-times too large for them. It was commonly called "the House" and the amount of time a child could spend there was often limited because it was seen as an atmosphere where children would only play and therefore could not be learning. Well no longer: dramatic play is much more than housekeeping!

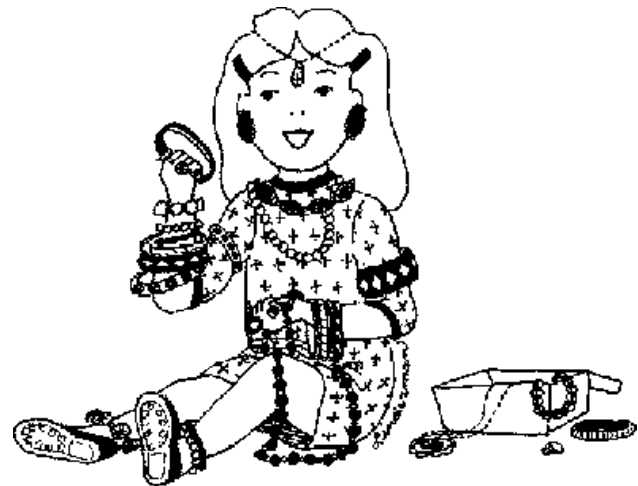
Dramatic play offers children a place not only to play, but to learn as well. Playing and development go hand in hand in a setting where children are provided the opportunity to interact with concrete items in a social surrounding. Dramatic play not only affords children the opportunity to learn new concepts and develop their physical, cognitive, emotional, social, language and literacy skills; it also provides children with the means to develop problem-solving and communication skills, responsibility, empathy, cultural awareness, aesthetic appreciation and creative expression. In fact, imagination and creative expression are encouraged. Perhaps this is why so many dramatic play centers have changed from being called "the House" to being called such names as The Imagination Station, Creative Corner, Make Believe, or Let's Pretend.

Whatever you call your dramatic play center, it can be used as a vehicle for a variety of different learning experiences. Field trips, favorite or new literature selections, poems, and songs can be reenacted. Various concepts such as colors, shapes, numbers, and the alphabet can be depicted. The center can be set up to represent a new curriculum theme, occupations, businesses, holidays, seasons, countries, sports, and yes, even a house ... every room, inside and out of it!

No matter what your dramatic play center theme is, make sure you prepare the children. Field trips, visits to businesses, walking trips, or guest speakers can help. Books, photographs, videos, discussions, modeling of materials and practice with the materials and props may be necessary. Parents can be a valuable resource for you in this area with demonstrations, photographs, and collecting materials. Local businesses are also often happy to donate materials.

Provide ample time each day for children to choose freely from a variety of open-ended materials. Do not put out all the materials at one time; add to them daily. Use both familiar materials that have personal meaning for children and unfamiliar items. Have more than one of the more popular items to help avoid conflicts. Avoid highly structured, stereotypical and sexist materials. Provide materials that help to represent diverse experiences and cultures. Children should be encouraged to use the materials in their own way. Adults should be there only to guide play.

Dramatic play themes and materials should be changed and rotated regularly according to the interests of the children. Extension of the themes can occur between learning centers as well as within



the dramatic play area. For example, food shopping, bringing the food home, putting it away, and cooking a meal.

Dramatic play materials should be sturdy, clean, and safe:

- ◆ Clothing should fit well (not too long or loose), and be washed regularly.
- ◆ Shoe heels should be low, with laces removed if children are too young to tie.
- ◆ Use plastic hats and clean them regularly.
- ◆ Wash items often that get placed near mouths (plastic foods, phones).
- ◆ Materials should have no sharp edges or pieces that could easily be lost or swallowed.

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- ◆ Use child-sized furniture.
- ◆ Demonstrate how to use materials safely.
- ◆ Use low open shelves; materials get lost and broken in large boxes.
- ◆ Label prop shelves with words or photos for aid at cleanup.
- ◆ Take into consideration, and make allowances for children with motor, vision, or other special needs.
- ◆ Provide enough space for materials to be handled in a safe manner.

Remember to make the dramatic play area as appealing, realistic, and as literacy rich as possible. Materials could include:

- ◆ Music.
- ◆ Signs, posters, pictures.
- ◆ Photos or videos of the children at play.
- ◆ Dramatic play outdoors as well as indoors.
- ◆ Rebus pictures (i.e., how to change a diaper or apply a bandage).
- ◆ Incorporate items from the rest of the room (i.e., sand table for digging bones in a paleontology lab, marker board for writing menu items).
- ◆ Consider including books on the theme, menus, maps, note pads and pencils, phone books, magazines, grocery store ads, price tags, recipes, envelopes, labels, and calendars.

Much like children, child care providers also learn from dramatic play. Interests, abilities and attitudes of the children can be observed as they change the experiences of their dramatic play from the provider's initial ideas to their own. Whether children are developing their large motor skills by carrying buckets of water to put out an imaginary fire, small motor skills by wrapping a gift, math skills by matching and comparing bolts in a mechanics shop, or emotional skills by caring for a sick patient in a hospital, it occurs naturally in a safe environment at their own pace. Each dramatic play theme provides children with a plethora of new knowledge, skills, and experiences ... even housekeeping. However, there are no limits to a dramatic play theme. Only your imagination can hamper you. ❖

DRAMATIC PLAY THEMES (Just a Few)

Sports:

golf, water skiing, sledding, scuba diving, surfing, hockey, sailing, bowling

Occupations/Community Helpers:

doctor, nurse, farmer, factory worker, artist, fire fighter, police officer, dentist, pilot, photographer, exterminator, train conductor, teacher, astronaut, librarian, truck farmer, mail carrier, zoo keeper

Businesses:

grocery store, department store, movie theater, florist, pet store, restaurant, beauty parlor, shoe store/repair shop, paint/hardware store, ice cream parlor, mechanic shop, bakery, record store, hotel, bank gas station, gift wrap center, health club, paleontology lab, disco, lemonade stand, car/bike wash, repair shop, laundromat, flea market/ rummage sale, construction site, lumber mill (Local businesses often are happy to help by providing props and materials.)

Around the House:

kitchen, nursery, living room, office, garage, lawn and garden, swimming pool, dog house, birthday party, barbecue, pets (Decorate and adjust for holidays and season.)

The Great Outdoors:

seasonal/weather changes (rain, snow, etc.) mountain climbing, camping, safari, beach party, apple orchard, harvest, picnic, arctic, desert, horse ranch, jungle, fort, space, oceans, birds, insects, forest, farms, rodeo

Literature:

Three Billy Goats Gruff, The Three Little Pigs, The Three Bears, Little Red Riding Hood, The Mitten, The Napping House, Little Miss Muffet, Old McDonald Had A Farm

Miscellaneous:

weddings, superheroes, country music, school, pioneers, puppet show, magic show, holidays and celebrations, countries/cultures, circus/carnival, alphabet, shapes, numbers, colors

Language Throughout the Preschool Classroom

Jennifer C. Nims,
Human Growth and Developmental Laboratory
Central Michigan University

"Language complements the thinking process. It is through language that children represent concepts, feelings, and understandings. . .all language, oral and written, is symbolic" (Kostelnik, 1993).



Developmentally appropriate child care settings offer a variety of language opportunities that promote literacy skills. Integrating language throughout the setting stimulates a child's interest in books, written

words, listening skills, storytelling, and music.

In our preschool classroom, we incorporate language throughout the learning centers and in the classroom environment as a whole.

As the children arrive in the classroom, they are immediately presented with written words and pictures on the greeting and planning boards, as well as on name tags. Glancing around the room, one can see center signs with pictures and words that correspond to the planning board pictures and words.

Objects in the room such as the door, chair, window, table, sink, paper towels, bathroom, mirror, plant, and pet cages are labeled with their appropriate names. The helper chart is also labeled with the picture and word for each job and a child's name card (same as their name tag) is placed next to each job card. The children learn to recognize not only their name, but also the names of the other children in the class.

Shelves are labeled with pictures, words, and shadows, which tell the children where to replace materials they are using. Labeling throughout the classroom helps to increase the sight vocabulary of the children.

As one looks around the room, they will notice books displayed in learning centers in addition to the library. Making books available that relate to the activities in a center stimulates interest and provides information for children. When talking about bugs, place a book about insects in the discovery area. Find a book about families when using the babies in the pretend area and add a basket of board books for pretend reading to the baby dolls and each other. Have books about colors and numbers when sorting

in the manipulative area and books related to building in the block area.

The library area offers a variety of books that are colorful with bold illustrations, rhymes, nonsense words, and repetition. Flannel and magnetic board story pieces as well as puppets are made available to children to retell stories to each other.

Near the library are the listening and writing centers. Headphones allow the children to listen to story tapes and music without disturbing others. The writing area is equipped with a variety of materials that invite children to explore the world of print. Thick and thin black lead pencils, crayons, and chalk are provided as writing tools. Items to write on include: wipe off boards, chalk boards, lined and unlined paper, envelopes, construction paper, computer printout paper, and blank books. Printing and other tools include: stencils, stamps and ink pads, scissors, hole punch, stapler, clear tape, and colored masking tape. Also available for children eager to begin writing words are alphabet flash cards with pictures and words, and the printing style used by local elementary schools. Having these materials readily accessible promotes an interest in pre-reading and writing skills, and labeling the writing shelves makes cleanup easy for the children.

Writing materials are included in the pretend area to support activities that demonstrate to children the importance of print as a means of communication, as in making signs, grocery lists, phone messages and letters. Similar writing tools and materials can be found in the art easel area, where pencils are attached with Velcro to the easel in easy reach so that children can write their own name on their papers.

Small and large groups are also occasions to integrate pre-reading and writing skills. Pointing out the title and author of a book before reading, and having the children dictate stories which the teacher records in books at small group encourages language and literacy skills.

Exposure to language throughout a developmentally appropriate child care setting will provide a joyful environment for literacy learning. ❖



Creative Movement

Mary Jane Heppner-Gamble
Children's Dance Teacher

*Editors Note: This is the first of two creative movement experiences for children and adults. More information about the author can be found in the **Resources** section of this newsletter.*

"It's raining! Everybody make a dog house!"

This is how I usually begin one of my favorite creative movement lessons with children. However, this time I was conducting an in-service session for teachers and educators. Looking across the room, I observed teachers using their bodies just as children instinctively do to make pretend doghouses over colorful yarn-ball-puppies. Having the teachers physically participate in the activity gives them a kinesthetic memory of the lesson. I also benefit because afterwards the teachers always offer new ideas and elaborate on what we did. The dialog is always stimulating because physical movement gets your blood and brain flowing. I have learned hands-on demonstrations are always more effective in learning situations.

"Puppies" is a creative movement activity that involves yarn-balls as props that are inexpensive and simple to make; the colors are endless (I always have a large supply of pink ones, a very popular color). I like this lesson because when we have a prop to focus on, we tend to focus less on ourselves. This works wonders for both the shy child and the self-conscious adult.

When I brought the bag of yarn-balls out, I made it "bark" under my breath.

Me: "Does anyone know what is inside of this bag?"

Teachers: "Right, a puppy."

The teachers were great at role-playing so I asked them:

Me: Who will give this red puppy a home?" (A few hands went up.)

"How about this pink one?" (All hands went up...we laughed). Then I asked, "Where do puppies live?"

Teachers: "In a dog house."

Me: "Right, but I don't see one here. Do you think we can make one with our bodies? Let's put both feet and hands on the floor and make a house over our puppies."

The teachers not only used hands and feet, but their knees and elbows. Some made tall houses, some twisted, others appeared curved and some even looked upside down. We chose a clockwise direction to travel, turned on the music and let it inspire us to gallop, skip, tiptoe and more, holding our puppies during this activity. Periodically, when I gave the signal, we placed our puppies on the floor and jumped and leapt over them. Finally, when signaled, the teachers tossed their puppies into the air and explored various ways to catch them using their heads, knees and elbows thus naturally using creative movement in dance. After we explored these various interludes, we then rocked and cuddled our puppies to sleep.

The last part of this activity involved checking on the sleeping dancers curled up with their puppies.

Me: "Everyone make your puppies whine softly. Now wake up, wake up!" (Also prompting them to stretch as they awaken.) "What is in bed with you?"

Teachers: "A puppy". (Prompting them to say, "can we keep them, can we keep them?")

Me: "Well", I said as I paced back and forth, "will you give them water when they're thirsty?"

Teachers: "Yes."

Me: "Will you give them food when they are hungry?"

Teachers: "Yes."

Me: "Ah ha!" I said as I stopped pacing. "What will you do if it rains?"

Teachers: "Make a dog house."

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Creative Movement

Continued from page 7

Me: "You don't know how to do that!" ,as I walk away.
Teachers: "Yes we do!"
Me: "Oh, look, you DO know how to make one!" (Teachers spontaneously recreate the "dog house" using their creative imagination.)
 "Well, I guess we can pretend that you can keep the puppies."
 (Class is then prompted to once again fall asleep and have the best puppy dreams in the world!)

I always love to observe the peaceful look on the sleepers' faces as they drift off. Sometimes I'll ask them what they are dreaming. I love to hear their different dreams, as each is unique in itself.

Afterwards I'll ask for teacher input on the various activities that have taken place. For instance, the locomotor movements can be varied to include jogging, crawling or hopping. Suggestions have included elaborating on the doghouses by adding a chimney using a leg or arm in the air. Also, you could make a double dog house (duplex) with a friend! ❖

LICENSING UPDATE

Screening Policy

Many questions have arisen regarding the issue of staff screening. Centers are required to develop and implement a written screening policy for staff and volunteers, including parents, who have contact with children.

A screening policy is part of the process for hiring staff and volunteers. It can assist the center in determining potential caregiver's suitability and whether they are of good moral character.

The two areas centers are minimally required to address in the screening policy are:

- criminal conviction history.
- abuse and/or neglect history on Central Registry.

One way centers can meet the requirement for criminal history screening is by having staff, volunteers and parents volunteering in the classroom sign self-certifying statements regarding their criminal conviction history background. Some centers have elected to require those who have contact with children to get a statement from the State Police regarding this background. Finally, there is a computer website that some centers have used to get information on staff, volunteers and parent classroom volunteers, regarding this issue.

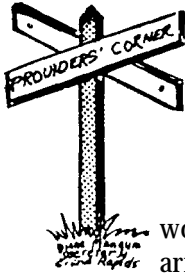
A children's protective services clearance involves a check of the Michigan Family Independence Agency Central Registry of Child Abuse/Neglect. This a state-wide electronic registry contains information on all cases of child abuse and/neglect in which a preponderance of evidence was found. **Parent** volunteers in the classroom do not need to be screened through FIA if the center has a written plan for supervising them and they are not left alone with children. Centers should contact the local FIA office for information on screening procedures.

The new child care center rules do not permit an individual who is on the Central Registry to have contact with children. It is important to note that an individual can be on Central Registry as a perpetrator without having a criminal conviction. Individuals who have been convicted of child abuse or neglect in a court of law, or who have been convicted of a felony involving harm or threatened harm cannot be present in a child care center.

Age is not a factor in screening for criminal convictions or child abuse/neglect histories. Therefore, even those staff or volunteers under the age of 18 must be screened. ❖

Reply to Cynthia Deshone Letter (MCCM Issue 56)

Paul Nelson, Director
Child Development and Care



Running a business can be risky.
Day care is no exception.

Usually the payment process works smoothly. However, problems arise from time to time, which we address as soon as possible. Some of these problems are a direct consequence of the large volume of payments made to providers. These include issuing subsidies covering 130,000 children in 68,000 families, mailing checks every two weeks to over 85,000 day care providers, and spending over \$400 million a year for day care subsidies. Other problems arise when parents bring their children to day care without proper authorization for FIA payment and are unable to pay for this service with their own resources.

Here are some ways providers can protect themselves:

- ♦ View your relationship with the parent as an employer/employee relationship. The parent is hiring you to provide child care and you are providing a service to the parent as a customer. In exchange for the service you provide, you have a right to expect payment, whether or not the parent receives financial assistance or pays privately. Many providers require parents to pay for care received and then reimburses the parent after they receive the subsidy check. In every instance, the provider must make it clear that the parent is expected to pay for child care if FIA does not.

- ♦ Realize that some parents, who say they are eligible for FIA funding, may not be eligible. Only FIA can establish eligibility and providers will be notified as soon as eligibility is established. That notice identifies the child(ren) who are eligible along with the start and end date of authorization. As changes are made, FIA will send a new notice to the provider.

- ♦ Be sure the children you are caring for are eligible for FIA subsidized payments. Wait until you receive authorization from FIA that indicates the parent is eligible for FIA subsidized child care.

- ♦ Keep in mind that FIA must deal directly with the parent rather than the child care provider in determining the need for child care, eligibility or any other matter related to the parent's case. Because FIA is required to maintain confidentiality, we cannot discuss a client's case with the provider, however, we are able to disclose whether the client has made an application for subsidized child care and when the parent is determined to be eligible for a child care subsidy.

Communication between the parent and the Family Independence Agency worker is key. The parent must provide the information needed to determine eligibility. If the information is not provided the application will be denied or, if the case is ongoing, payments will cease.

We recognize that sometimes FIA is at fault. Papers get lost, phone calls are not answered or misunderstandings occur. Sometimes the parent has not provided the information needed to open the case and start payment. However, if all required information is provided, the case will be processed quickly. ❖

BEST PRACTICES

Debbie Bell, Family Day Care Provider
Clare County

Each day I mentally keep track of the positive things each individual child does while in my care. We call them "really cool things." Then, at pick-up time, I make the effort to relay to the parents at least one or two of these cool things!! It cheers up tired parents, and often makes the transition of leaving day care and going home a more positive experience for everyone. Try, it really works and keeps your own thoughts much more happy!



News From FIA

CHILD CARE PROVIDERS

If you are a day care center, group home, family home or relative provider who cares for FIA-funded children, you may now have your payments deposited directly into your bank account. To register for this electronic funds transfer (EFT) of child care payments access the Michigan Child Development and Care web site at:

<http://www.mfia.state.mi.us/chldDevCare/cdcl.htm>

Click on "Register to Receive Payments Electronically" for detailed instructions that guide you through the registration process.

The Children's License Plate is Available!

Visibly show your support for kids by purchasing the new "Just Love 'Em" Children's License Plate. The cost of caring is just \$35. For each Children's License Plate sold, \$25 goes directly to the Michigan Children's Trust Fund to support child abuse and neglect programs in your community.

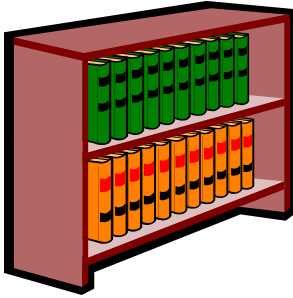
The "Just Love 'Em" Children's License Plate can be ordered when you renew your automobile license plate or any time through a Michigan Secretary of State office, or on-line at the Secretary of State Web Site: www.sos.state.mi.us. The Children's License Plate can also be ordered at the dealership when you purchase a new car.

The Children's License Plate replaces the Michigan State income Tax Form Check Off as the major individual donation program for the Children's Trust

Fund. Through the sale of plates, the Children's Trust Fund will be able to support a greater number of child abuse and neglect prevention programs and services in your community. Proceeds from the plate will fund respite care, parenting programs, referral services, advertising awareness campaigns such as *Never Shake a Baby*, and *In Michigan, We Love Our Kids*, that work to prevent the abuse and neglect of Michigan's children.

The best way to protect Michigan's kids from child abuse and neglect is through prevention. If you would like more information on the Children's License Plate, the many programs and services that Children's Trust Fund helps to provide, or would like to help promote the sale of the plate, please call (517) 373-4320.

Resources: Activities For Children



Block Play

Hendrick, J. (1996). The Whole Child: Developmental Education of the Early Years (6th ed.). Englewood Cliffs, NJ: Merrill Prentice Hall.

Hirsch, E. S., ed. (1996) The Block Book, 3rd ed. Washington, D. C. NAEYC.

Stritzel, K. Block Play Is For All Children. Child Care Information Exchange, (May 1995): 42-47

Creative Movement

Mary Jane Heppner-Gamble has 30 years of experience teaching creative movement to three year olds through middle school students . She is available to teach and can be reached at (517) 651-6726 or write her at: 6986 Chadwick Road, Laingsburg, Michigan 48848.

Language Development

Dowell, Ruth L. Move Over Mother Goose: Finger Plays, Action Verses and Funny Rhymes, Gryphon House ISBN 87659-113-6.

Science

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